**K-5 ELA Lesson Plan**

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| **Teacher: Lillard/Starnes(Claxton)** | | **Grade: 3 – Task 2 - Notes Page** | | | **Date(s)**: Days 6-10 |
| **Unit Title: Prove It! Task 2** | | | **Corresponding Unit Task: Text Evidence Organizer** | | |
| **Essential Question(s):**   * How can text features help me locate text evidence? * How can text evidence be used to support informational writing? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Text Evidence Notes**  **Text Evidence Rubric**  **Document Camera**  **A-Z Readers:**   * *Energy From Food* * *Heat Sources Used Around the World* * *Energy is Everywhere*   **Internet Websites**  **Water Conservation Debate Cards**  **FCRR:**   * *C.017.SS1 Main Idea Mania* * *C.019.SS In My Own Words*   **Websites:**  [Strategies for teaching Text Features](http://cia.indiana.edu/files/ITRI_3_TF.pdf)  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/ppthing.html**](http://www.teach-nology.com/worksheets/language_arts/nouns/ppthing.html)  **Person Nouns:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/4/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/4/)  **Places:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/5/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/5/)  **Things:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/6/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/6/) | | | | **collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making  **conservation –** a careful protection of a natural resource  **explanatory text-** a written selection intended to explain an idea, a topic, or a process  **main idea-** the most important topic of an article  **task –** culminating project with scoring guides that provide evidence that the standards have been met  **text complexity** – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations  **text (textual) evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science  **text features –** How expository text physically looks on the page | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:**  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  **Day 1**  **I Can Statement(s):** I can use textual evidence to help answer questions to help gather data from research.  **Instructional Plan:`**  **Modeled:**  Teacher will begin with the quick read *Energy From Food (low)*. Using the *Text Evidence Notes* note taking guide, think aloud and model how to read and pull out the important information (main idea). Have students copy onto their graphic organizer the information. Use template to introduce how to gather information using Text Features. [Strategies for teaching Text Features](http://cia.indiana.edu/files/ITRI_3_TF.pdf) –  **Guided Practice:** Have students highlight the information noted from the quick read. Note how wording is stated in the passage versus the note taking guide. Stress that note taking is in your own words, not copied word for word. Also introduce the importance of documenting the source where information was obtained. Include, title, page number, and URL website. Teach these expectations early!!!  Continue by handing out the same passage medium and high levels (for differentiation). Have students to add to their note taking by inserting additional facts from passage.  **Day 2**  **I Can Statement(s):** I can use textual evidence to help answer questions to help gather data from research.  **Instructional Plan:`**  **Modeled:** Teacher will review yesterday’s lesson. Answer any questions before the students begin on their own.  **Independent:** Hand out a new passage *Heat Sources Used Around the World*. Turn graphic organizer over to a new sheet. Complete this passage on our own independently. Upon conclusion, share with a buddy final draft. Note similarities/differences of style of note taking. Be sure and do not allow copying.  **Extending:**  Teacher will begin with a book: *Energy is Everywhere (low)*. Using the *Text Evidence Notes* note taking guide, model how to read and pull out the important information (main idea). Have students copy onto their own graphic organizer the information. This will take more attention to detail as the story is much longer.  **Day 3-4**  **I Can Statement(s):** I can use textual evidence to help answer questions to help gather data from research.  **Instructional Plan:`**  **Modeled/Guided:** Today, students will work in groups to research, take notes on, and offer support of a claim on either **Water Conservation** or **Energy Conservation**. Multiple resources can be accessed including written text and computer resources. Site a least 3 sources. As you research, answer the following questions to support your claim:   1. What are causes that contribute to a lack of this resource? 2. Why is conserving this resource important? 3. What are practical steps that can be taken at school to conserve this resource?   Use *Text Evidence Notes* page to document claim. Conclude with students collectively working together to share information.  **Extending:** Use more than 3 sources to site evidence.  Use *C.017.SS1 Main Idea Mania* to gather claim and supporting details. Can use this form to document 3 different sources or to gather additional facts during partner share time. Student will get 3 new additional facts and supporting details from another student who has researched the same topic.  **Day 5**  **I Can Statement(s):** I can use textual evidence to help answer questions to help gather data from research.  **Instructional Plan:`**  **Modeled:** Teacher will prepare for a class debate by introducing the concept of explaining and arguing a point of view. Explain that these are your opinions and will be validated through your supporting statements. There is no wrong or right when addressing these.  Begin with a simple topic:   * It is hot in the classroom. * I can run fast. * Food gives me energy to work. * The lights should be turned off. * Water can create energy.   Have students choose an opinion to a stated claim. Commit to a pro/con opinion by standing on each side of the class to show their point of view. Students will share a fact supporting their point of view. Move then to the next topic. Make this fun and fast.  Class Debate. Teacher will model a debate by choosing 6 students to come up and read debate cards. Have students to read their card and others to offer support to a claim based on their research on either Water Conservation.  **Guided:** Class Debate. Students will choose to debate whether water or energy conservation is best for our school to adopt based on their research. They will share using the notes taken from multiple sources.  **Independent:** At completion of the presentation of information, students may choose which claim our school would be best able to support: Water or Energy Conservation. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  **W.3.8**. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **W.3.10**. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **Day 1**  **I Can Statement(s):** I can use text evidence to support informational writing.  **Instructional Plan:**  **Modeled:** Have a class discussion where students share ways they use energy and water. List these on the board.  **Independent:** Have students fold a single sheet of paper in half. Label to page with Water on one side and Energy on the other. Illustrate one way in which you use water and energy in your everyday routine. Write a complete sentence describing your drawing. Share.  **Day 2-4**  **I Can Statement(s):** I can use text evidence to support informational writing.  **Instructional Plan:**  **Modeled/Guided:**  Students will use *Text Evidence Notes* pages to record statements supporting the claim. Take care not to copy word for word, but to restate the information in student’s own words. Site the references by giving title, page number, or URL where information was discovered.  Use FCRR template *C.019.SS In My Own Words* to model paraphrasing:  [Florida Center for Reading Research Lesson on Distinguishing Details](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)  **Independent:** Complete the *Text Evidence Notes* based on independent research from several sources. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  **L.3.1a** - **Explain the function of nouns,** pronouns, verbs, adjectives, and adverbs **in general and their functions in particular sentences.**  **Day 1-5**  **I Can Statement(s):** I can identify a noun in a sentence.  **Instructional Plan:**  **Modeled:**  Introduce nouns as words that name a person, place, thing, or idea.  Use the following worksheet with nouns highlighted, determine type of noun.  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/ppthing.html**](http://www.teach-nology.com/worksheets/language_arts/nouns/ppthing.html)  **Guided:**  **Person Nouns:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/4/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/4/)  **Places:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/5/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/5/)  **Things:**  [**http://www.teach-nology.com/worksheets/language\_arts/nouns/id/6/**](http://www.teach-nology.com/worksheets/language_arts/nouns/id/6/)  **Independent:**  Students will complete a task where they will be assessed on identifying nouns in a group of sentences. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **Days 1-5**  **I Can Statement(s):** I can speak to engage others in a conversation to share researched information.  **Instructional Plan:**  **Modeled:** Teacher will model how to encourage students to speak freely about their opinions by the introductory activity (See **Reading** – Day 1 – Modeled Lesson.)  **Shared/Guided:**  Students need to be able to read informational texts used this week and share facts learned about water and energy conservation. During share time, peers need to listen attentively in order to participate in a class debate. Other’s opinions and points of views will be respected.  **Independent:**  All students will participate in a class debate. | | | | |
| **Closing/Summarizing Strategy** | At the conclusion of this task, students will be able to locate important information within a text and use details to support their claim in note taking. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **Higher leveled students need to use more than 3 sources to site evidence.** * **Find a newspaper/**   **magazine article about conservation.** | | * **LD students must use 2 resources to site evidence.** * **LD students may agree or disagree with previously stated comments.** * **Partner share with 2.** | | | * **Provide appropriate Graphic Organizer for ease.** * **Support from ESL teacher.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on the completion of graphic organizers used throughout this task. Students will be able to identify text features, write thorough paraphrased notes, and be able to share in peer collaborative groups. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*